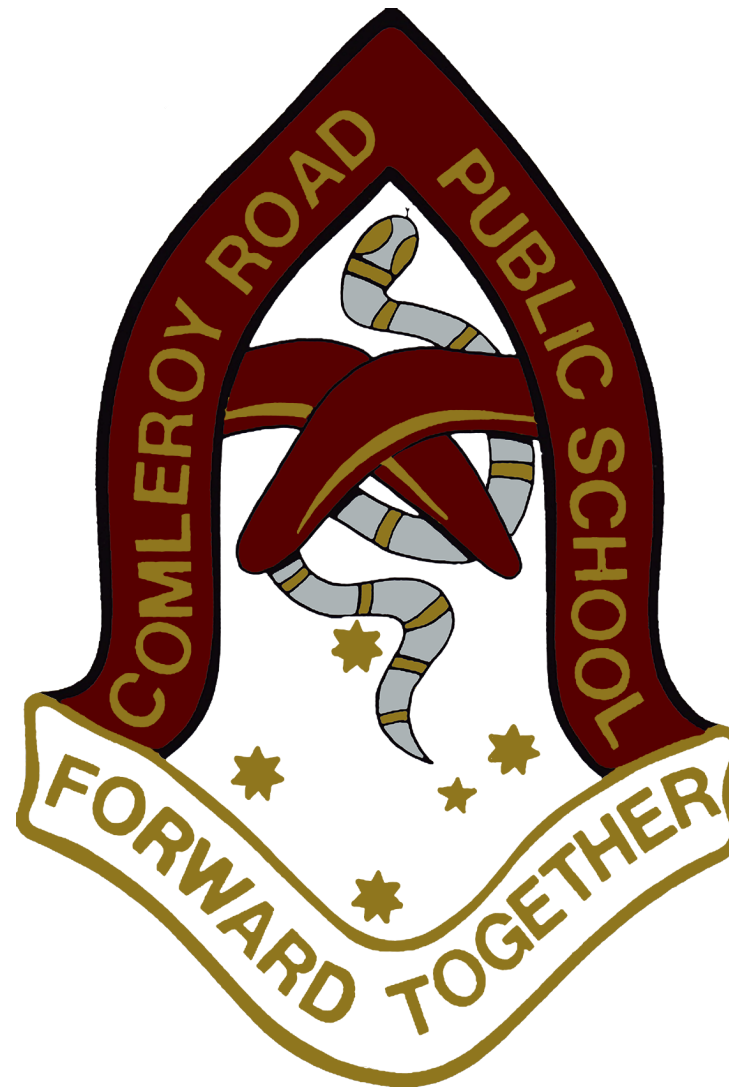


School plan 2018-2020

Comleroy Road Public School 1604



School background 2018–2020

School vision statement

Comleroy Road Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in rich, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school of Safe, Respectful, Learners

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi-rural area of the Hawkesbury district. The school has 120 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all Key Learning Areas to enable students to reach their full potential.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.


School planning process

Comleroy Road Public School has undergone a rigorous process of self-evaluation and reflection throughout 2017 across the whole school community to review current practices and capture the views of students, staff and community. Through consultation, evidence was collected from staff, students and community to be used in planning sessions to identify priorities for the 2018 – 2020 school plan. These are:

- Engaged Learning
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- Quality Teaching
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- Positive Partnerships

The Comleroy Road School Plan will form the basis for the school's improvement and development efforts for the next three years in partnership with the staff, students and community. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To increase the deep knowledge and deep understanding of the teaching and learning cycle. This deep knowledge and understanding by staff will be reflected in the development and structure of quality learning environments that underpin the implementation of a highly effective teaching and learning cycle.



STRATEGIC DIRECTION 2 Engaged Learning

Purpose:

To provide learning opportunities for students that are engaging, student centred and develop the necessary skills to be successful and engaged members of the community.

Students will be engaged in learning that is innovative, challenging and underpins the ethos of 21st Century Learning and Teaching



STRATEGIC DIRECTION 3 Positive Partnerships

Purpose:

To have a strong united school community that is working towards having committed high expectations for all students.

Strategic Direction 1: Quality Teaching

Purpose

To increase the deep knowledge and deep understanding of the teaching and learning cycle. This deep knowledge and understanding by staff will be reflected in the development and structure of quality learning environments that underpin the implementation of a highly effective teaching and learning cycle.

Improvement Measures

- 100% of teachers have deep understanding and deep knowledge of the teaching and learning cycle
- 95% of students K–6 are 'on track' in PLAN data
- 100% of staff implement John Hattie evidence based research into their teaching and learning practice

BUMP IT UP

- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
- 85% of students in year 5 achieving above expected growth in NAPLAN

People

People

Students:

Students are active participants in learning and teaching and reflect on their content knowledge through goal setting and collecting evidence of their learning.

Staff

Are active participants in professional learning and use regular program reflections and data to inform their teaching and learning practices.

Parents and Carers:

Are active participants in their child's learning through participation in parent information workshops and active learning goal setting.

Community Partners:

The greater community understands the importance of establishing links with neighbouring schools and members of the Colo Learning Community to access a greater range of learning opportunities that would normally be limited by small numbers

Leaders:

Provide instructional leadership to students, staff and parents regarding the highly successful implementation of the teaching and learning cycle

Processes

- Professional learning undertaken by staff in the highly successful implementation of the teaching and learning cycle and the Quality Teaching Framework
- Formative and summative assessments used to drive the teaching and learning cycle
- Staff undertake professional learning based on research by John Hattie and the Quality Teaching Framework

Evaluation Plan

All staff and students display a deep knowledge and understanding of the curriculum content through the collection of relevant work samples and assessment.

PLAN data and NAPLAN data show the effective implementation of the teaching and learning cycle along with the implementation of the quality teaching framework

Practices and Products

Practices

- Students display deep knowledge and deep understanding of curriculum content through goal setting, work samples and assessment tasks
- Teachers provide deep reflections on the implementation of the teaching and learning cycle throughout the 5 weekly programming cycle
- Both formative and summative assessment is used to track student achievement

Products

- 100% of teachers have deep understanding and deep knowledge of the teaching and learning cycle
- 95% of students K–6 are 'on track' in PLAN data
- 100% of staff implement John Hattie evidence based research into their teaching and learning practice

BUMP IT UP

- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
- 85% of students in year 5 achieving above expected growth in NAPLAN

Strategic Direction 2: Engaged Learning

Purpose

To provide learning opportunities for students that are engaging, student centred and develop the necessary skills to be successful and engaged members of the community.

Students will be engaged in learning that is innovative, challenging and underpins the ethos of 21st Century Learning and Teaching

Improvement Measures

- 100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle
- 100% of students and staff are able to effectively set clear and effective learning goals.
- 95% of students K–6 are 'on track' in PLAN data

BUMP IT UP

- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
- 85% of students in year 5 achieving above expected growth in NAPLAN

People

People

Students:

Students have high expectations of themselves as learners and demonstrate this through engagement in learning and effective goal setting.

Staff:

Staff actively participate in professional learning that is based on evidence –based approaches and use student data to ensure high levels of engagement in learning

Parents and Carers:

Are active participants in their child's learning through participation in parent information workshops, learning goal setting and supporting the school vision

Leaders:

Provide professional learning opportunities that enhance staff capability to deliver evidence-based approaches to deepen the engagement of students in their learning

Processes

- Promote engagement of learning through PBL and rewards for high student engagement.
- Feedback sought from students, staff and the school community to ensure that engagement is achieved
- STEM to be implemented across K–6 to increase learning engagement amongst students.
- Students, staff and community members are able to articulate clear learning goals for students.

Evaluation Plan

Student data reflects the deep engagement that is expected in all classroom settings

Student, staff and community feedback reflects the deep engagement in learning that occurs across all settings and from all key stakeholders

Practices and Products

Practices

- Learning intentions, success criteria and learning goals are displayed in all classrooms, and students and staff collect evidence to ensure the goals are met. The goals are used to drive teaching and learning
- Successful learning is rewarded through the school's PBL system
- Feedback is given and sought on a term basis from all key stakeholders of the school community to ensure engagement in learning is maintained

Products

- 100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle
- 100% of students and staff are able to effectively set clear and effective learning goals.
- 95% of students K–6 are 'on track' in PLAN data

BUMP IT UP

- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
- 85% of students in year 5 achieving above expected growth in NAPLAN

Strategic Direction 3: Positive Partnerships

Purpose

To have a strong united school community that is working towards having committed high expectations for all students.

Improvement Measures

- Greater links with the Colo Learning Community established to maximise resource sharing
- Increase in school satisfaction from all key stakeholders.
- All key stakeholders have a clear and unified vision for the school.
- 100% of teaching and learning programs reflect the successful implementation of wellbeing practices and high expectations of students.

People

People

Students:

Students come to school engaged, ready to learn and are able to identify staff members that can assist them in their wellbeing

Staff:

Incorporate wellbeing practices into their teaching and learning practices, ensuring they are proactive in their own wellbeing.

Parents and Carers:

Parents and Carers are informed of the importance of school and engagement through parent information sessions and support the shared vision of the school.

Leaders:

Ensure that there is a strong positive learning and wellbeing culture embedded at the school, and that the wellbeing of all key stakeholders is promoted.

Processes

- Establish strong wellbeing programs through teacher professional learning and student and community involvement
- Parental workshops conducted on the importance of engagement, wellbeing and high expectations for all.
- Establish strong links at key transition phases for students.

Evaluation Plan

Feedback surveys from students, staff and community indicate that there is high wellbeing and engagement at school.

Practices and Products

Practices

- Establish stronger links with the local high school and preschools to ensure strong transition programs for Pre-K and Years 6 –7
- Implement successful wellbeing programs
- Survey students, staff and community members to establish satisfaction of wellbeing and high expectations at school

Products

- Greater links with the Colo Learning Community established to maximise resource sharing
- Increase in school satisfaction from all key stakeholders.
- All key stakeholders have a clear and unified vision for the school.
- 100% of teaching and learning programs reflect the successful implementation of wellbeing practices and high expectations of students.